Kentucky Department of Education - Course Standards Course Standards

Course Code: 500931

Course Name: Music- Composition/Songwriting

Grade Level: 9-12

Upon course completion students should be able to:



HS Proficient	HS Accomplished	HS Advanced
MU:Cr1.1.C.I	MU:Cr1.1.C.II	MU:Cr1.1.C.III
Describe how sounds and	Describe and demonstrate	Describe and demonstrate
short musical ideas can be	how sounds and musical	multiple ways in which
used to represent personal	ideas can be used to represent	sounds and musical ideas can
experiences, moods, visual	sonic events, memories,	be used to represent extended
images, and/or storylines.	visual images, concepts,	sonic experiences or abstract
	texts, or storylines.	ideas.
MU:Cr2.1.C.I	MU:Cr2.1.C.II	MU:Cr2.1.C.III
a. Assemble and organize	a. Assemble and organize	a. Assemble and organize
sounds or short musical ideas	multiple sounds or musical	multiple sounds or extended
to create initial expressions of	ideas to create initial	musical ideas to create initial
selected experiences, moods,	expressive statements of	expressive statements of
images, or storylines.	selected sonic events,	selected extended sonic
	memories, images, concepts,	experiences or abstract ideas.
b. Identify and describe the	texts, or storylines.	
development of sounds or	-	b. Analyze and demonstrate
short musical ideas in drafts	b. Describe and explain the	the development of sounds
of music within simple forms	development of sounds and	and extended musical ideas in
(such as one-part, cyclical, or	musical ideas in drafts of	drafts of music within a
binary).	music within a variety of	variety of moderately
-	simple or moderately	complex or complex forms.
	complex forms (such as	
	binary, rondo, or ternary).	
MU:Cr3.1.C.I	MU:Cr3.1.C.II	MU:Cr3.1.C.III
Identify, describe, and apply	Identify, describe, and apply	Research, identify, explain,
teacher-provided criteria to	selected teacher-provided or	and apply personally
assess and refine the technical	personally-developed criteria	developed criteria to assess
and expressive aspects of	to assess and refine the	and refine the technical and
evolving drafts leading to	technical and expressive	expressive aspects of
final versions.	aspects of evolving drafts	evolving drafts leading to
	leading to final versions.	final versions.
MU:Cr3.2.C.I	MU:Cr3.2.C.II	MU:Cr3.2.C.III
a. Share music through the	a. Share music through the	a. Share music through the
use of notation, performance,	use of notation, solo or group	use of notation, solo or group
or technology, and	performance, or technology,	performance, or technology,
demonstrate how the	and demonstrate and describe	and demonstrate and explain
elements of music have been	how the elements of music	how the elements of music,
employed to realize	and compositional techniques	compositional techniques and
expressive intent.		

HS Proficient	HS Accomplished	HS Advanced
	have been employed to	processes have been
b. Describe the given context	realize expressive intent.	employed to realize
and performance medium for	-	expressive intent.
presenting personal works,	b. Describe the selected	
and how they impact the final	contexts and performance	b. Describe a variety possible
composition and presentation.	mediums for presenting	contexts and mediums for
	personal works, and explain	presenting personal works,
	why they successfully impact	and explain and compare how
	the final composition and	each could impact the success
	presentation.	of the final composition and
		presentation.
MU:Cr3.2.C.I	MU:Cr3.2.C.II	MU:Cr3.2.C.III
a. Share music through the	a. Share music through the	a. Share music through the
use of notation, performance,	use of notation, solo or group	use of notation, solo or group
or technology, and	performance, or technology,	performance, or technology,
demonstrate how the	and demonstrate and describe	and demonstrate and explain
elements of music have been	how the elements of music	how the elements of music,
employed to realize	and compositional techniques	compositional techniques and
expressive intent.	have been employed to	processes have been
h Describe the given contact	realize expressive intent.	employed to realize
b. Describe the given context and performance medium for	b. Describe the selected	expressive intent.
presenting personal works,	contexts and performance	b. Describe a variety of
and how they impact the final	mediums for presenting	possible contexts and
composition and presentation.	personal works, and explain	mediums for presenting
composition and presentation.	why they successfully impact	personal works, and explain
	the final composition and	and compare how each could
	presentation.	impact the success of the
	presentation	final composition and
		presentation.
MU:Pr4.1.C.I	MU:Pr4.1.C.II	MU:Pr4.1.C.III
Identify and select specific	Identify and select specific	Identify and select specific
excerpts, passages, or	passages, sections, or	sections, movements, or
sections in musical works that	movements in musical works	entire works that express
express a personal	that express personal	personal experiences and
experience, mood, visual	experiences and interests,	interests, moods, visual
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cyclical, binary).	<u> </u>	complex or complex forms.
	moderately complex forms.	
image, or storyline in simple forms (such as one-part, cyclical, binary).	moods, visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.	images, concepts, texts, or storylines in moderately complex or complex forms.

HS Proficient	HS Accomplished	HS Advanced
MU:Pr4.2.C.I	MU:Pr4.2.C.II	MU:Pr4.2.C.III
Analyze how the elements of	Analyze how the elements of	Analyze how the elements of
music (including form) of	music (including form) of	music (including form), and
selected works relate to style	selected works relate to the	compositional techniques of
and mood, and explain the	style, function, and context,	selected works relate to the
implications for rehearsal or	and explain the implications	style, function, and context,
performance.	for rehearsal and	and explain and support the
	performance.	analysis and its implications
		for rehearsal and
		performance.
MU:Pr4.3.C.I	MU:Pr4.3.C.II	MU:Pr4.3.C.III
Develop interpretations of	Develop interpretations of	Develop interpretations of
works based on an	works based on an	works based on an
understanding of the use of	understanding of the use of	understanding of the use of
elements of music, style, and	elements of music, style,	elements of music (including
mood, explaining how the	mood, function, and context,	form), compositional
interpretive choices reflect	explaining and supporting	techniques, style, function,
the creators' intent.	how the interpretive choices	and context, explaining and
	reflect the creators' intent.	justifying how the
		interpretive
		choices reflect the creators'
		intent.
MU:Pr5.1.C.I	MU:Pr5.1.C.II	MU:Pr5.1.C.III
a. Create rehearsal plans for	a. Create rehearsal plans for	a. Create rehearsal plans for
a. Create rehearsal plans for works, identifying repetition	a. Create rehearsal plans for works, identifying the form,	a. Create rehearsal plans for works, identifying the form,
a. Create rehearsal plans for	a. Create rehearsal plans for works, identifying the form, repetition and variation	a. Create rehearsal plans for works, identifying the form, repetition and variation
a. Create rehearsal plans for works, identifying repetition and variation within the form.	a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style	a. Create rehearsal plans for works, identifying the form, repetition and variation within the form,
a. Create rehearsal plans for works, identifying repetition and variation within the form.b. Using established criteria	a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural	a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques,
a. Create rehearsal plans for works, identifying repetition and variation within the form.b. Using established criteria and feedback, identify the	a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style	a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or
a. Create rehearsal plans for works, identifying repetition and variation within the form.b. Using established criteria and feedback, identify the way(s) in which	a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.	a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques,
 a. Create rehearsal plans for works, identifying repetition and variation within the form. b. Using established criteria and feedback, identify the way(s) in which performances convey the 	a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.b. Using established criteria	a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work.
 a. Create rehearsal plans for works, identifying repetition and variation within the form. b. Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and 	 a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work. b. Using established criteria and feedback, identify the 	a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work. b. Using established criteria
 a. Create rehearsal plans for works, identifying repetition and variation within the form. b. Using established criteria and feedback, identify the way(s) in which performances convey the 	 a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work. b. Using established criteria and feedback, identify the ways in which performances 	 a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work. b. Using established criteria and feedback, identify the
a. Create rehearsal plans for works, identifying repetition and variation within the form. b. Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.	 a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work. b. Using established criteria and feedback, identify the ways in which performances convey the formal design, 	a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work. b. Using established criteria and feedback, identify the ways in which performances
 a. Create rehearsal plans for works, identifying repetition and variation within the form. b. Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood. c. Identify and implement 	 a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work. b. Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural 	a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work. b. Using established criteria and feedback, identify the ways in which performances use compositional techniques
 a. Create rehearsal plans for works, identifying repetition and variation within the form. b. Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood. c. Identify and implement strategies for improving the 	 a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work. b. Using established criteria and feedback, identify the ways in which performances convey the formal design, 	 a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work. b. Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design,
a. Create rehearsal plans for works, identifying repetition and variation within the form. b. Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood. c. Identify and implement strategies for improving the technical and expressive	a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work. b. Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works.	a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work. b. Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style, and historical/cultural
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a. Create rehearsal plans for works, identifying repetition and variation within the form. b. Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood. c. Identify and implement strategies for improving the technical and expressive	 a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work. b. Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works. c. Identify and implement strategies for improving the 	 a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work. b. Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style, and historical/cultural context of the works. c. Identify, compare, and implement strategies for
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a. Create rehearsal plans for works, identifying repetition and variation within the form. b. Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood. c. Identify and implement strategies for improving the technical and expressive	a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work. b. Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works. c. Identify and implement strategies for improving the technical and expressive	a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work. b. Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style, and historical/cultural context of the works. c. Identify, compare, and implement strategies for improving the technical and expressive aspects of multiple
a. Create rehearsal plans for works, identifying repetition and variation within the form. b. Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood. c. Identify and implement strategies for improving the technical and expressive	a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work. b. Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works. c. Identify and implement strategies for improving the technical and expressive	 a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work. b. Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style, and historical/cultural context of the works. c. Identify, compare, and implement strategies for improving the technical and

HS Proficient	US A geomplished	HS Advanced
	HS Accomplished	
MU:Pr6.1.C.I a. Share live or recorded	MU:Pr6.1.C.II a. Share live or recorded	MU:Pr6.1.C.III a. Share live or recorded
performances of works (both	performances of works (both	performances of works (both
personal and others'), and	personal and others'), and	personal and others'), and
explain how the elements of	explain how the elements of	explain and/or demonstrate
music are used to convey	music and compositional	understanding of how the
intent.	techniques are used to convey	expressive intent of the music
1 11 4:6 1	intent.	is conveyed.
b. Identify how compositions	1. E1:: 1 :::: - ::	1. E1-i1
are appropriate for an	b. Explain how compositions	b. Explain how compositions
audience or context, and how	are appropriate for both	are appropriate for a variety
this will shape future	audience and context, and	of audiences and contexts,
compositions.	how this will shape future	and how this will shape future
NOTE - 1 CT	compositions.	compositions.
MU:Re7.1.C.I	MU:Re7.1.C.II	MU:Re7.1.C.III
Apply teacher-provided	Apply teacher-provided or	Apply researched or
criteria to select music that	personally-developed criteria	personally-developed criteria
expresses a personal	to select music that expresses	to select music that expresses
experience, mood, visual	personal experiences and	personal experiences and
image, or storyline in simple	interests, moods, visual	interests, visual images,
forms (such as one-part,	images, concepts, texts, or	concepts, texts, or storylines
cyclical, binary), and describe	storylines in simple or	in moderately complex or
the choices as models for	moderately complex forms,	complex forms, and describe
composition.	and describe and defend the	and justify the choice as
	choices as models for	models for composition.
MILD-72 CI	composition.	MILD-72CHI
MU:Re7.2.C.I	MU:Re7.2.C.II	MU:Re7.2.C.III
Analyze aurally the elements	Analyze aurally and/or by	Analyze aurally and/or by
of music (including form) of	reading the scores of musical	reading the scores of musical
musical works, relating them	works the elements of music	works the elements of music
to style, mood, and context,	(including form),	(including form),
and describe how the analysis	compositional techniques and	compositional techniques and
provides models for personal	procedures, relating them to	procedures, relating them to
growth as composer,	style, mood, and context; and	aesthetic effectiveness, style,
performer, and/or listener.	explain how the analysis	mood, and context; and
	provides models for personal	explain how the analysis
	growth as composer,	provides models for personal
	performer, and/or listener.	growth as composer,
MUDOLCI	MUDOLOH	performer, and/or listener.
MU:Re8.1.C.I	MU:Re8.1.C.II	MU:Re8.1.C.III
Develop and explain	Develop and support	Develop, justify and defend
interpretations of varied	interpretations of varied	interpretations of varied
works, demonstrating an	works, demonstrating an	works, demonstrating an
understanding of the	understanding of the	understanding of the
	composers' intent by citing	composers' intent by citing

HS Proficient	HS Accomplished	HS Advanced
composers' intent by citing	the use of elements of music	the use of elements of music
technical and expressive	(including form),	(including form),
aspects as well as the	compositional techniques,	compositional techniques,
style/genre of each work.	and the style/genre and	and the style/genre and
	context of each work.	context of each work.
MU:Re9.1.C.I	MU:Re9.1.C.II	MU:Re9.1.C.III
a. Describe the effectiveness	a. Explain the effectiveness of	a. Evaluate the effectiveness
of the technical and	the technical and expressive	of the technical and
expressive aspects of selected	aspects of selected music and	expressive aspects of selected
music and	performances, demonstrating	music and
performances, demonstrating	understanding of music	performances, demonstrating
understanding of	theory as well as	understanding of theoretical
fundamentals of music	compositional techniques and	concepts and complex
theory.	procedures.	compositional techniques and
		procedures.
b. Describe the way(s) in	b. Describe ways in which	
which critiquing others' work	critiquing others' work and	b. Describe and evaluate
and receiving feedback from	receiving feedback from	ways in which critiquing
others can be applied in the	others have been specifically	others' work and receiving
personal creative process.	applied in the personal	feedback from others have
	creative process.	been specifically applied in
		the personal creative
NO. 0. 40 4 F.V.	NATIO 40 4 P. W.	process.
MU:Cn10.1.E.I	MU:Cn10.1.E.II	MU:Cn10.1.E.III
Demonstrate how interests,	Demonstrate how interests,	Demonstrate how interests,
knowledge, and skills relate	knowledge, and skills relate	knowledge, and skills relate
to personal choices and intent	to personal choices and intent	to personal choices and intent
when creating, performing,	when creating, performing,	when creating, performing,
and responding to music.	and responding to music.	and responding to music.
MU:Cn11.1.E.I	MU:Cn11.1.E.II	MU:Cn11.1.E.III
Demonstrate understanding	Demonstrate understanding	Demonstrate understanding
of relationships between	of relationships between	of relationships between
music and the other arts,	music and the other arts,	music and the other arts,
other disciplines, varied	other disciplines, varied	other disciplines, varied
contexts, and daily life.	contexts, and daily life.	contexts, and daily life.